Professional Learning Feedback Tool

This tool provides a continuum designed to assist school leaders in identifying areas for continuous improvement in the implementation of formal professional learning sessions. It focuses on four professional learning standards: data, learning communities, implementation, and outcomes.

Data

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Transforming	Developing	Emerging
Participants collaboratively engage in the examination of educator, student, and system data to define individual, team, and system goals. Participants are actively engaged in designing both quantitative and qualitative measurement criteria for established goals. Participants are actively engaged in monitoring the impact of the application of their learning on individual student performance. Presenters/Leaders/Facilitators adjust agenda, activities, and support utilizing ongoing formative assessment of the participants' knowledge and skills.	A sense of purpose is established by the Presenters/Leaders/Facilitators through the connection of educator, student, or system data to individual, team, and/or system goals. Quantitative or qualitative measurement criteria are set by the presenters/leaders/facilitators for the established goals and the plan for monitoring is shared with participants. The presenter/leader/facilitator is responsible for monitoring the impact of the application of the learning on student performance. Presenters/Leaders/Facilitators utilize a set agenda, activities, and opportunities for support to monitor the progress of participants' knowledge and skills to adjust future plans for professional learning.	The objectives and goals are connected to educator, student, and/or system data, though that connection may not be explicitly stated. Quantitative and qualitative data exists that could be useful for monitoring progress towards goals. A plan for monitoring the impact of learning on student performance is not clearly articulated. Presenters/Leaders/Facilitators have a set agenda and activities planned that align to the objectives and goals for the learning session.

Learning Communities

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Transforming	Developing	Emerging
Participants actively engage in an evidence-based reflective cycle to evaluate, refine, and modify their practice both individually and as a group. Participants are actively engaged in the learning process and are able to make connections to their own personal professional goals. Participants work collaboratively throughout the learning session to self-direct their own learning in alignment to established goals. Participants have shared accountability, collective responsibility, and make plans to support one another in the implementation of learning.	Presenters/Leaders/Facilitators engage participants in opportunities to reflect on their practice in connection to specific goals and/or data. Presenters/Leaders/Facilitators structure learning opportunities that encourage active engagement. Presenters/Leaders/Facilitators provide some opportunities for participants to work collaboratively. Participants have personal accountability and make plans for implementation of learning.	Presenters/Leaders/Facilitators direct reflections in connection to specific goals and/or data for participants. Presenters/Leaders/Facilitators present materials to the participants. Presenters/Leaders/Facilitators provide some opportunities for discussion. Presenters/Leaders/Facilitators encourage participants to implement learning.

Implementation		
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.		
Transforming	**Developing**	**Emerging**
Higher order questioning and group discussion challenge pre-existing beliefs and practices as well as establish relevance for the learning.	Probing questions and group discussion are used to establish relevance for the learning and promote motivation for change.	Presenter/Leader/Facilitator has provided the reasoning for why the learning is important.
An explicit model of the learning is provided that clearly demonstrates how the learning will be implemented and labels the metacognition behind the practice.	A model or example of the learning is provided that demonstrates how the learning will be implemented.	Learning is presented in a way that is clear and understandable.
Learning is solutions-oriented, consistently building on prior learning and connecting to future learning as part of a plan that is well articulated and clearly defined.	Learning builds on prior learning and is connected to future learning as part of a plan that is communicated.	Learning loosely connects to other learning opportunities.
Specific, goal-oriented plans are made for on-going support of participants that are differentiated and scaffolded to meet all individual and group learning needs.	Defined and specific plans are made for support of participants in connection to the learning.	Plans are made for support of some participants.
Opportunities for constructive feedback and reflection are utilized by all participants and planned for both within the learning session and through ongoing job-embedded support.	Opportunities for feedback and reflection are provided and utilized by most participants.	Intermittent opportunities for feedback and/or reflection are provided.

Outcomes		
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.		
Transforming	**Developing**	**Emerging**
Objectives for the learning are concrete and narrowly focused on specific professional needs aligned to collaboratively established goals.	Objectives for the learning are focused on professional needs aligned to established goals	Objectives for the learning are focused on professional practices.
Participants are able to make clear connections between the learning and their goals related to the standards for teacher evaluation.	Presenters/leaders/facilitators make connections between the learning and the standards for teacher evaluation.	There are connections between the learning and the standards for teacher evaluation, though they may not be explicitly stated.
Participants ensure that individual student goals are aligned to the rigor of the academic standards.	Presenters/leaders/facilitators articulate how student goals are aligned to the rigor of the academic standards.	Established student goals are aligned to the rigor of the academic standards, though those connections may not be explicitly stated.
Participants demonstrate a complete and accurate understanding of the skills and content knowledge needed to successfully implement the learning.	Participants demonstrate an understanding of the skills and content knowledge needed to successfully implement the learning.	Participants demonstrate some understanding of the skills and/or content knowledge needed to implement the learning.

Professional Learning Feedback Tool References

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